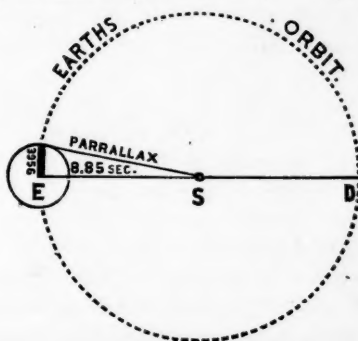


AMERICAN EDUCATIONAL MONTHLY.

FEBRUARY, 1875.

DISTANCE OF THE EARTH FROM THE SUN AND MOON.

THE following calculation by the rules of arithmetic of the distances of the sun and moon from the earth will be acceptable to those not familiar with the formulas and technicalities of the higher mathematics. The diagram drawn on the black-board, and explained by the teacher, will give young arithmeticians a clearer idea of the nature and use of the sun's parallax in solving the problem of the sun's distance from the earth, than any method with which we are acquainted.



EXPLANATION OF THE CUT.—Let the dotted line represent the orbit of the earth around the sun; E, the earth, and the

50 *Distance of the Earth from the Sun and Moon.*

shaded line within the earth, its semi-diameter. S may represent the sun, the center of the earth's orbit; the line E D through the sun, the diameter of this orbit; and the lines drawn from the extremities of the earth's semi-diameter to the center of the sun form the angle called by astronomers the sun's "parallax." The figure should be thoroughly examined, and the several parts fixed in the mind, that the analysis and operation may be clearly understood.

ANALYSIS.—The earth's orbit is the circumference of a circle whose center is the sun. This circle, like every other circle, large or small, is divided into 360° degrees, 21600' minutes, or 1296000" seconds of space. It follows, therefore, that if we know the length in miles of any number of degrees, minutes, or seconds of this circumference, we can readily find the number of miles in the whole circumference, which divided by 3.1416 will give its diameter; one-half of which will be the distance from center to circumference, or the distance in miles from sun to earth.

The earth's diameter is 7912 miles, which divided by 2 gives 3956 miles for its semi-diameter, represented in the figure by the shaded line within the earth. The earth's semi-diameter forms the base or measuring rule to be used in finding the distances from the earth of the sun, moon, and other bodies of the solar system. It is the golden key which unlocks the mysteries with regard to their distances and magnitudes.

The sun's "parallax" is simply the angle formed by two lines imagined to be drawn from the earth's semi-diameter and meeting at the center of the sun. To explain here the methods employed by astronomers to obtain this angle would occupy too much space. But it is sufficient for our purpose to know that it has been ascertained to be about $8\frac{85}{1000}$ " seconds of space; and the reader will again observe that the measurement of this angle depends upon the length of the earth's semi-diameter, or upon a base-line which occupies, as seen in the figure, $8\frac{85}{1000}$ " seconds of the earth's orbit. Therefore, as many times as $8\frac{85}{1000}$ " seconds is contained in 360° degrees, reduced to seconds, so many times 3956 miles will be the earth's orbit, which divided by 3.1416 will give its diameter in miles, and the diameter divided by 2 will give the distance in miles from center to circumference, or from sun to earth. We may now

adopt the rule of simple proportion and state the question for operation thus:—

As 8.85 seconds is to seconds in a circle, so is 3956 miles to the miles in earth's orbit. Those interested in the problem can work out the operation from the indications which follow :

$$\begin{aligned}360^{\circ} \text{ degrees} \times 60 \times 60 &= 1296000 \text{ seconds.} \\8.''85 \text{ sec. : } 1296000.00 \text{ sec. : } &3956 \text{ miles : — miles.} \\1296000.00 \times 3956 &= 5126976000.00. \\5126976000.00 \div 8.85 &= 579319322 \text{ miles in orbit.} \\579319322 \div 3.1416 &= 184402636 \text{ miles in diameter.} \\184402636 \div 2 &= 92,201,318 \text{ miles from earth to sun.}\end{aligned}$$

$$\begin{aligned}\text{The moon's parallax is } 57' \text{ minutes.} \\360^{\circ} \text{ degrees} \times 60 &= 21600' \text{ minutes.} \\57' \text{ min. : } 21600 \text{ min. : } &3956 : \text{ — miles.} \\21600 \times 3956 &= 85449600. \\85449600 \div 57 &= 1499116 \text{ miles in moon's orbit.} \\1499116.000 \div 3.1416 &= 477182 \text{ miles in diameter.} \\477182 \div 2 &= 238,591 \text{ miles from moon to earth.}\end{aligned}$$

JOEL NELSON.

ONE of the convictions which experience in teaching brings is, that it is not well to use large words, or talk way over children's heads, in order to convince them of the superior wisdom of their instructor. Such a course may be conscientiously adopted to awe pupils, and make the preservation of order more easy and certain; oftener, however, it is the expression of a petty vanity. In either case it should be abandoned; in neither is it successful. Children soon see through the sham, and despise the teacher whom they have discovered to be less learned than he pretended to be. Simplicity in manners and language places the teacher in sympathy with the simplicity of childhood, and enables him to do most effective work as an educator. There are some who never find this out, but go on keeping as far away as possible from their pupils. They do not make good teachers.

THE EVIL OF "CRAMMING."

THE mind of Young America is the most precocious in the world. It reaches a striking activity in memory and understanding at a very early period. While the boys and girls of other countries are in the twilight dawns of mental growth, those of the United States are quite above its horizon. We live in the temperate zone, and it is admitted that the character of climate exercises an important influence over the intellect of the young; but, notwithstanding that, we have a rapidity of mental development which may justly be designated as tropical. The nation, destined to be great while still ruddy with youth, is blessed in the minds of her rising generations with nervous vigor corresponding to the fulfillment of the intention.

But this gift of mental precocity is greatly abused; it is mischievously overtaxed. Like a young racer, it is overdriven before the proper moment for arduous exercise has come. Or, to use a common and expressive term, we resort to "cramming."

"Cramming" consists in giving the understanding and the memory too much to comprehend and too much to account for, and it is a practice which prevails in almost all the schools of America. Parents are impatient to have their children "graduate" and take care of themselves; schools rival each other in their desire to send out the largest number of the brightest pupils; and, in consequence, "cramming" is almost universally practiced. It is a great evil. The young mind is a spiritual thing; it is immortal, and it is created in the image and likeness of the Divine intellect itself; but it is, nevertheless, a thing which is essentially subjected to graduated stages of development. In this respect it is like the body, which it animates. To educate it well, it must be educated by degrees. Hurry, impatience, too much ambition, are almost fatal imprudence. Multitudes of men have become irretrievably insane from too much study. In how many bright boys and girls, has "cramming" laid the foundations of the same dreadful misfortune? The medical statistics of the States show that it has done so in an appalling number of cases. And in how many instances has the evil practice resulted in dwarfing and darkening the

young intellect? Many a school-district has sad examples to present of the hurtfulness of over-study.

Nor is the mind the only victim of "cramming." It is as injurious to the body as it is to the intellect. The mind and the body are so closely connected, that an injury to the one is often hurtful to the other. Boys and girls overburdened, or "crammed," with studies are easily recognized. Paleness of face, lassitude of manner, and delicacy in build, make them known in the streets. At home they are sadly recognized by a fretful temper, by weak appetites, and by deficient sleep; with the doctors they become acquainted through dyspepsia, hectic and nervous fevers, impoverished blood, premature rheumatism, and consumption. The want of nutrition stunts the person, the want of care exposes it to disease, and the law of inheritance imposes many ills upon it. But "cramming" at school is the most fatal enemy that can be found in operation against it. The New England States are one great plain of evidence in support of this truth.

And what is the good result of "cramming?" In what does it benefit its victims? In what does it bring gain to parents? How does it speak well for education? Does it gain for the country any honor or advantage? The answers to these questions must be negatives: "Cramming" is altogether an evil. It stifles the mind and leads it to insanity; it injures the person and hastens it to death; and, on the part of books and teachers, it is a sacrifice of means, and of zeal, and of health, and of time.

Certainly, there should be ambition in schools to impart a great deal of instruction; but nothing can justify the "cramming" of the opening faculties of the young. An incomplete education is much better than a "crammed" one; for, while the latter infallibly undermines the health and prematurely breaks down and disorders the mind, the former leaves the health untouched, and inflicts no irreparable harm on the intellect.

The remedy is chiefly in the hands of parents. They need not send their children to forcing-schools; and, should they act in this matter with unanimity, the great evil would quickly disappear. The remainder of the cure is in the control of the directors of education. They have power in pre-

scribing the courses of study, and the variety and extent of the tasks.

The evil practice is what may be called a settled institution. It cannot be extirpated in a day, nor in a month, nor even in a year. Where its pernicious roots are cast, they soon become deeply imbedded. A continued enlightened agitation is necessary to pluck it out of the soil. We invite teachers to take part in this agitation; we call to our aid parents, enlightened, scholarly men, and the young victims themselves.

We may call a sound education our national want. This is not to be obtained by injudicious haste in study, or by forcing young minds beyond their natural powers.

AMERICANS have justly been styled a reading people. Foreigners note with surprise the extent to which newspapers are read among us. The poorest day-laborer finds a spare penny or two for his morning journal, and improves odd moments by reading it. The same is true, to a large extent, in regard to books. One would think that so much reading would make us a cultivated people, but such a term can hardly be applied to us. We are well informed, but not cultivated. The reason is that we read too much to read thoroughly. Some one has said, "Beware the man of one book," and it is undoubtedly true that, in force, a man who knows one good book well surpasses one who has a superficial acquaintance with many. There is among us a large class of people which has an ambition to read every work of any note which is published. A gentleman so situated in Japan that he could not obtain English works, told the writer that he was obliged for three months to confine his reading to Shakespeare, a copy of which he happened to have with him. He read it carefully and constantly. So far from being monotonous, the exercise became every day more interesting. The good effects of this course of reading were so apparent, that he has ever since made it a rule to know a few books thoroughly, and to this he owes much of his intellectual power. We commend the practice to our readers.

HOW TO TEACH.* Sixth Grade.

LANGUAGE.

READING.—Before a new lesson is read, the unfamiliar and difficult words in it should be selected, written on the blackboard, carefully pronounced by the teacher, and repeated by the pupils; also both the meaning and the spelling of these words should be taught;—afterwards the teacher should request the pupils to find the same words in their reading lessons, and to pronounce them again.

Occasionally call upon a pupil to read, while the other members of the class close their books and listen; then, at the close of the reading, request those who listened to state the substance of what was read. This exercise will train pupils to habits of attentive listening, and to a proper regard to the subject-matter.

In efforts to correct the faults of a class in reading, select first the most common fault, and direct almost exclusive attention to that until it is understood and easily overcome by the pupils. Then select another common fault, and proceed in the same manner, giving attention to the first one also. Afterward select another fault, and proceed in a similar manner, giving attention to the three. By this means a class may be trained to *perceive* and *overcome* faults in reading, much more effectively than by trying to point out half-a-dozen different kinds of faults at once.

PHONETICS.—The phonic analysis of words should train the pupils readily to distinguish and make all the sounds in given words, also to determine which letters are silent. It should also lead the pupils to such habits of distinctness in articulation as will remove the fault of neglecting to sound the final consonants as *d* in *and*, *send*; *r* in *far*, *car*; *ing* in *singing*, *eating*, etc.; also the errors of sounding improperly both consonants and vowels in the pronunciation of common words.

* From "How to Teach. A Manual of Methods."

No other means is so efficient for training the organs of speech in clearness and correctness of articulation as that of elementary sounds. By suitable exercises with these, the ear and the vocal organs may be successfully cultivated, and the means furnished to the pupils for determining what are the correct sounds of the language, how to produce them, and the ability to cultivate their own organs of speech and tones of voice.

DEFINITIONS.—Exercises in which the definitions are to be written on slates, in short sentences, should be introduced in alternation with oral exercises of a similar character. It is desirable that an oral exercise of this kind, given as a lesson on one day, should be followed on the next day with the same words to be defined in a written exercise, thus training the pupils to write as well as to talk.

In the oral definitions, let the pupils be required to tell what given words mean, in their own language, as well as to use them in short sentences. One pupil may be requested to give a brief definition of a word, another pupil to use it in a sentence, and another one to illustrate its meaning by describing its use. Habits of reciting formal, memorized definitions would be avoided by using thus several modes of giving the meaning of the same word, and the pupils would learn to define, and use words intelligently.

SPELLING.—More attention should be given to written than to oral spelling, in this grade. Words may be dictated for the pupils to write on their slates; short sentences may be given for the same purpose; the pupils may be requested to write the names of classes of objects, as names of kinds of food, articles of clothing, of furniture, kinds of tools, names of occupations, of animals, of trees, of fruits, of articles that may be purchased at a grocery, etc., etc. These exercises will enable pupils to learn the spelling of a large class of words in common use.

ARITHMETIC.

ADDITION AND SUBTRACTION.—It is intended that the *processes* of adding and subtracting shall have been taught so thoroughly, before the pupils are placed in the Sixth Grade

that each one will be able to add and subtract with facility, and with a good degree of accuracy. Now, special pains should be taken to teach the *uses* of Addition and Subtraction by means of practical examples. A brief review of these rules should be had at least once each week, during the entire term of the Sixth Grade.

MULTIPLICATION.—Instruction may be arranged and presented in three steps, as follows:

First Step.—Give examples with multipliers of two figures only—12 to 99.

Second Step.—Give examples with multipliers of three figures—100 to 999—including some with naughts in the multiplicand.

Third Step.—Give examples with multipliers of four or five figures, containing one or more naughts. Both the multiplicand and multiplier should be so varied as to include all the difficulties arising from the different positions of naughts.

Pupils should be carefully trained to write the first figure of each partial product in its proper place—*under the figure used as a multiplier*.

Review each step with practical examples, embracing transactions that come within the observation of the pupils.

DIVISION.—This rule can be taught most thoroughly by commencing the instruction with the “Long Division” form, and using a small number for a divisor. *Four Steps* will indicate the methods and order for teaching *Division*.

First Step.—Give examples in which each figure of the dividend will contain the divisor without a remainder, thus:

$$\begin{array}{r} 2) 486 (243 \\ \underline{4} \\ 08 \\ \underline{8} \\ 06 \\ \underline{6} \\ 0 \end{array}$$

$$\begin{array}{r} 3) 963 (321 \\ \underline{9} \\ 06 \\ \underline{6} \\ 03 \\ \underline{3} \\ 0 \end{array}$$

Second Step.—Give examples with the divisor less than *ten*, in which remainders will occur during the partial divisions, thus:

$$\begin{array}{r} 4)976(244 \\ \underline{8} \\ 17 \\ \underline{16} \\ 16 \\ \underline{16} \\ 0 \end{array}$$

$$\begin{array}{r} 8)9856(1252 \\ \underline{8} \\ 18 \\ \underline{16} \\ 25 \\ \underline{24} \\ 16 \\ \underline{16} \\ 0 \end{array}$$

Third Step.—Give examples with divisors from 10 to 15, then teach the "*Short Division*" form; and subsequently require the pupils to use the *Short* form for all examples where the divisor does not exceed 12.

$$\begin{array}{r} 10)2540(254 \\ \underline{20} \\ 54 \\ \underline{50} \\ 40 \\ \underline{40} \\ 0 \end{array}$$

$$\begin{array}{r} 11)3564(324 \\ \underline{33} \\ 26 \\ \underline{22} \\ 44 \\ \underline{44} \\ 0 \end{array}$$

$$\begin{array}{r} 15)345(23 \\ \underline{30} \\ 45 \\ \underline{45} \\ 0 \end{array}$$

In illustrating the *Short Division* form, give the same examples, each with only one figure in the divisor, to be worked by both the *Long* and the *Short* forms, taking care to arrange the two modes so that the difference in their lengths shall readily illustrate why *one form* is called "*Long Division*," and the *other one* "*Short Division*."

Fourth Step.—Give examples with divisors embracing numbers from 15 to 50. Arrange these examples so that different quotients shall contain naughts in various positions. Each step should be amply illustrated on the blackboard, by the teacher, then a sufficient number of examples given to furnish the practice necessary to enable the pupils to understand it, before proceeding to the succeeding step.

Teachers should aim first to cause their pupils to understand the *processes* of the several rules, then to *use* them in an intelligent manner. The object of the drills, by means of numerous examples, should be *accuracy*, first; *rapidity*, second; never rapidity by neglecting accuracy. Practical examples should be given, in each of the rules, to insure an understanding of their uses.

MENTAL ARITHMETIC.—The forms for answering questions in addition, subtraction, and multiplication in this grade, may be the same as for the Seventh Grade, which see. Questions may also be introduced which will require both addition and subtraction for their solution, as:

Henry had 18 cents; he gave two cents for pencils, and 6 cents for a sponge; how many cents had he left? *Answer.*—Henry spent the sum of 2 cents and 6 cents, which is 8 cents. He then had left the difference between 8 cents and 18 cents, which is 10 cents.

Division.—How many tops at 3 cents each can be bought for 12 cents? *Ans.*—As many tops as 3 cents, the price of one top, is contained times in 12 cents, which is four times; therefore *four* tops can be bought.

If 2 apples cost 4 cents, what will one apple cost? *Ans.*—If 2 apples cost 4 cents, one apple will cost one-half of four cents, which is *two* cents.

DIVISION TABLES.—The Multiplication Table may be so reviewed as to enable the pupil to learn the Division Table easily. The following form will illustrate methods for accomplishing this:

4×7	are 28;	4 in 28	seven times.	
7×4	" 28;	7 in 28	four	"
6×7	" 42;	6 in 42	seven	"
7×6	" 42;	7 in 42	six	" etc.

This review, combining Multiplication and Division, should be continued through each of the tables; and subsequently the teacher may review the Division Tables by questions similar to the following:

How many *eights* in 32? How many *sevens* in 56? How many *nines* in 45? How many *twelves* in 108? How many

eights in 96? How many *fives* in 60? How many *sixes* in 54? etc.

TABLES OF WEIGHT AND MEASURE.—The tables may be taught as in the Seventh Grade, first, objectively, then memorized in order; and all the tables of both the Seventh and Sixth Grades should be reviewed thoroughly during this grade.

TABLES FOR THE SIXTH GRADE.

COMMON, OR AVOIRDUPOIS WEIGHT.

16 ounces	make 1 pound.
8 " "	1 half pound.
4 " "	1 quarter of a pound.
100 pounds	" 1 hundredweight.
20 hundredweight	make 1 ton.
2000 pounds	make 1 ton.

LONG MEASURE.

12 inches	make 1 foot.
3 feet	" 1 yard.
16½ feet	" 1 rod.
5½ yards	" 1 rod.
40 rods	" 1 furlong.
8 furlongs	" 1 mile.
320 rods	" 1 mile.
3 miles	" 1 league.

CLOTH MEASURE.

3 feet	make 1 yard.
36 inches	" 1 "
18 " "	" ½ "
9 " "	" ¼ "
4½ " "	" ⅛ "
4 quarters	" 1 "

SURFACE MEASURE.

144 square inches	make 1 square foot.
9 " feet	" 1 " yard.
30¼ " yards	" 1 " rod.
160 " rods	" 1 acre.
640 acres	" 1 square mile.

MISCELLANEOUS TABLE.

12 things	make 1 dozen.	48 pounds	make 1 bushel of barley, or [buckwheat.
144 " "	" 1 gross.	58 " "	" 1 bushel of corn.
12 dozen	" 1 "	60 " "	" 1 " " wheat.
12 gross	" 1 great gross.	196 " "	" 1 barrel of flour.
20 things	" 1 score.	200 " "	" 1 " " pork, beef, [or fish.
24 sheets	" 1 quire of paper.	280 " "	" 1 " " salt.
20 quires	" 1 ream.		
32 pounds	" 1 bushel of oats.		

Review.—After these tables have been thoroughly learned in order, the teacher may conduct brief reviews of those of both the Seventh and Sixth Grades, by questions somewhat like the following :

How many inches in three-quarters of a yard? How many yards in one rod? How many rods in a mile? How many

square inches in a square foot? How many buttons in a gross? How many sheets of paper in a quire? How many in half of a quire? How many pounds in a barrel of flour? Which is heavier, a bushel of wheat or a bushel of corn? How many pounds in half of a ton? How many pecks in two bushels? How many quarts in two gallons? How many days in a year? How many months in half of a year? How many square feet in a square yard? Which is longer, six feet or two yards?



IT may appear rather commonplace to advance as the cause of the failure of so many in their work that they do not themselves know exactly what they want. When people do not succeed, they find it much more agreeable to think that the cause lies entirely outside of themselves, and beyond their control. Still a very frequent and potent cause of defeat is the simple fact that efforts are not directed toward only one object. It is something as if a man should try to get out of a stone prison by giving one knock with his hammer in one place, a second in another, and so on. This illustration has, we know, been used by each generation of sophomores, time out of mind, when delivering their speeches on "Singleness of Purpose." Still, though old, it aptly exemplifies the labors of many persons who, at the end of years of unsuccessful effort, conclude that the fates are against them. Teachers can do much to prevent such failures by advice to their pupils. Many young men enter a profession or business not because they feel it to be their calling, but simply because they must do something. The most trivial circumstance may decide their choice. They should first be taught the peculiar labors which certain work will impose upon them, and then should be made to examine their own powers to see if they will be able to perform them. Above all, they should be taught to stick to their work, whatever it is, and not to look with longing eyes on the profession or business of others. Half-hearted effort does not succeed. A person who knows exactly what he wants, and labors persistently to obtain it, is, as a rule, certain to succeed.

A THOROUGH EDUCATION FOR GIRLS.

OUR ideas concerning the design and scope of the education of females have, within comparatively few years, been considerably modified and enlarged. Our grandmothers thought themselves sufficiently well educated if they could read and spell English well, and sing or play a little. The present generation of school-girls studies a large number of books, all on different subjects. This is certainly an indication of progress, although there may be a doubt as to the soundness of the progress. That is a question, however, which we will not discuss now, nor will we inquire whether it would be advisable to still further extend the course of study for girls until it equals that for boys. We wish rather to mention a false idea which is given to very many girls, the idea that they will never be called on to employ their education as a means of support.

Such a notion does much injury, for the pupil naturally argues that a thing which is to be of no great use is not worth very much effort for thoroughness in acquiring it. Thoroughness is, however, just what is needed, not only because it improves the mind, but because it alone can make an education of use in gaining a livelihood.

We may say, with a very near approximation to truth, that every girl expects to marry, and that implies being cared for. But many never marry, and not a small number of wives are thrown upon their own resources for support. As we have already said, there is no girl who can say positively that she will never be obliged to maintain herself. It will readily be seen, then, how important it is that some part of an education, if not the whole of it, should be so directed as to be of use in case of necessity.

Within the past few weeks a case has come to the knowledge of the writer which very happily illustrates this point. A gentleman was unfortunate in business and lost all his property. There was no hope of obtaining employment in the place in which he lived, and he could not well take his wife and child to a strange place and risk finding profitable employment. The wife had received a good education, and had devoted especial attention to drawing. She came to New York and became a

designer for the establishment of Herter Brothers. Although she did not receive a large salary, she obtained enough to comfortably sustain herself and her child. Her husband was free to look for employment, and has now so good a position that he can support his family. The woman, because of her education, was truly a "helpmeet."

Here is another case. Three girls, whose mother died some years ago, have lately been thrown upon their own resources. They have been accustomed to having a great deal of money, but their father has failed and lost at the same time his property and his health. The girls have had what would generally be called a good education. They are intelligent and well read, but there is no one thing that they know well enough to be of use to them. They can sing and play upon the piano, but not well enough to become music teachers; they understand French, but not well enough to teach it. They can, too, draw and paint a little. In short, they are like very many rich girls; they have education enough to "pass in a crowd," but not enough to be of practical use to them.

Against this lack of thoroughness we most earnestly protest. Girls are always liable to be thrown upon their own resources, and their education should be such as will help them in time of need. Vocal or instrumental music, drawing, French or German, or the whole course of ordinary school studies, should be so thoroughly mastered that they can be made serviceable when necessary. Even some special branches of business might be studied with this view. Acquaintance with them would be a benefit, although they might never be needed as a means of support. Telegraphing, for example, is work which women can easily do, and it is not difficult to learn. The special work to which attention is directed must, of course, be determined largely by circumstances, and with that we need not concern ourselves. What we insist on is, that in educating a girl regard should be had to the possibility that she may have to care for herself.

In cases where families are wealthy it appears unnecessary to educate girls with a view to self-support; but we have lately seen so many left to care for themselves, that the importance of this subject is strongly forced upon us. Attention to it may prevent suffering, and even degradation.

ODORS AND LIFE.

THE sensations produced by smells are perceived and judged of in a great variety of ways, though with less of difference than prevails as to tastes. "I have seen a man," says Montaigne, "fly from the smell of apples quicker than from a cannonade." The instance he alludes to in this passage is that of Quercet, Francis I.'s secretary, who rose from table and took flight whenever he saw apples upon it. History tells us that Louis XIV. could not bear perfumes. Grétry was greatly annoyed by the odor of roses; that of a hare caused Mdle. Contat to faint. Odors which disgust us, like that of assafoetida and of the valerian-root, are, on the contrary, highly enjoyed by the Orientals, who use these substances for condiments. Among other singular incidents related by Cloquet on this subject, we will mention that of a young girl who took the greatest delight in inhaling the scent of old books, and that of a lawyer to whom the exhalations of a dunghill yielded the most agreeable sensations. So that it is out of our power to fix general rules with respect to the influence of odors on our organs, and the character of the sensations which they affect in us; still, from a purely physiological point of view, it is certain that some of them exercise a uniform influence. Chardin and other travelers mention that, when musk-hunters take from the animal the pouch containing musk, they must have the nose and mouth covered by a cloth doubled in many folds, if they would escape violent hemorrhage.

The smell of the lily, the narcissus, the tuberose, the violet, the rose, the elder, etc., when it reaches a certain point of concentration, usually exerts an injurious influence on the system. It occasions more or less severe headaches, fainting fits, and sometimes even more serious disorders. Some odors, which have an agreeable perfume in a state of considerable diffusion, gain when concentrated a noxious and sometimes dangerous smell. This is particularly true of civet, patchouli, and the essences of neroli and thyme. Scientific records mention several cases of death occasioned by the poisonous action of some odorous emanations. It has been remarked that plants of the family of labiates, such as sage, rosemary, etc., offer in

this respect no sort of risk, and seem rather to enjoy wholesome properties. Yet it is of consequence at this point to distinguish between the action of the odor which is in a manner purely dynamic, the intoxication from the essence, and the effect of carbonic acid thrown off by plants. These three influences have often been confounded by authors who have recorded accidents occurring after the inhalation, more or less prolonged, of odoriferous air.

This variable action of odors on the nervous system, sometimes wholesome, sometimes noxious, explains the part they have always played in the various circumstances of life among mankind. It would need a volume to relate the religious, political, economic, and gallant history of odors and perfumes. We must be content here with noticing its chief lessons, as far as they are connected with the physiological theory which is the basis of this study. For there is unquestionably something instinctive at the bottom of these general and uniform customs which exhibit the affinity of man for odors. Doubtless we must recognize in this rather a refinement of sensuality than a natural craving; but the same result has occurred in this case as in the instance of beverages, of music, etc. Habit has become in some sort a second nature; the senses have acquired a taste for that especial intoxication which beguiles them and disguises painful realities for them.

It is in religion, in the first place, that we observe the use of perfumes. Nothing holy or lofty was conceived of in which their influence was not present. Perfumes won the gods to give ear to the vows addressed to them in temples where burning incense diffused its fragrant clouds. From the highest antiquity we find that the priests of different religions avail themselves of the use of odoriferous substances. Five times a day the disciples of Zoroaster laid perfumes upon the altar where the sacred flame glowed. Moses, in Exodus, recorded the composition of two perfumes used in the sacred rites. The Greeks assigned a leading place to odors in their ingenious fictions of theology. They believed that the gods always declare their presence by an ambrosial fragrance, as Virgil tells us, in speaking of Venus; and Moschus, describing Jupiter transformed to a bull. The use of perfumes in religious ceremonies had for its purpose the excitement of a sort of intoxi-

cation in the priests and priestesses, and also to disguise the smell of blood and of decaying matters, the offal of the sacrifices. The Christian religion borrowed from Paganism the use of perfumes in the rites of worship. There was even a period at which the Church of Rome owned estates in the East devoted exclusively to plantations of trees yielding balsamic resins.

Besides these uses, odors were, in old times, still oftener employed in private life. Nothing surprises us more, in reading the ancient authors, than their relations on this subject. Among the Jews, the use of perfumes was restrained within proper limits by the regulations of the Mosaic law, which consecrated them to worship. But with the Greeks it reached an extraordinary height and refinement. They kept their robes in perfumed chests. They burned aromatic substances during their banquets; they scented their wines; they covered their heads with fragrant essences at their festivals. At Athens, the perfumers had shops which were places for public resort. Apollonius, a scholar of Theophilus, left a treatise on perfumes, which proves that, even as regards the extraction of essences, the Greeks had attained astonishing perfection. Neither Solon's laws nor Socrates' rebukes could check the progress of that passion. The Romans inherited it from Greece, and enlarged the stock of Eastern perfumes by those of Italy and Gaul. They used them profusely to give fragrance to their baths, their rooms, their beds, and their drinks. They poured them on the heads of guests. The awning shielding the amphitheatre was saturated with scented water, which dripped, like a fragrant rain, on the spectators' heads. The very Roman eagles were anointed with the richest perfumes before battle. At the funeral of his wife Poppæa, Nero burned on the pyre more incense than Arabia yielded in a whole year. It is related, too, that Plancius Plancus, proscribed by the triumvirs, was betrayed by the perfumes he had used, and thus discovered to the soldiers sent to pursue him. Besides the odors extracted from mint, marjoram, and the violet, which were the most common, the ancients made much use of the roses of Pæstum, and various aromatic substances, such as spikenard, megalium, cinnamon, opobalsamum, etc.

It is singular to notice that the use of perfumes, brought to Rome with Grecian manners, was in its turn conveyed to

France and Northern Europe with Latin manners, and chiefly by the Romish religion. It is from religious rites, indeed, that it passed into ceremonies of state, and thence into private life. Among the presents sent by Haroun-el-Raschid to Charlemagne were many perfumes. In the middle ages, among princes and men of highest rank, they washed their hands with rose-water, before and after eating; some even had fountains from which aromatic waters flowed. At this period, too, it was the custom to carry the dead to their burial-place with uncovered face, and to place little pots full of perfumes in their coffins. The French monarchy always showed an unrestrained passion for enjoyments of this nature, which seemed created as a necessary attendant upon all others. Marshal Richelieu had so extravagantly indulged his passion for perfumes under every form, that he lost the perception of them, and lived habitually in an atmosphere so loaded with scents, that it made his visitors ill. Madame Tallien, coming from a bath of juice of strawberries and raspberries, used to be gently rubbed with sponges saturated with milk. Napoleon I. every morning poured eau de Cologne, with his own hands, over his head and shoulders.

Above all these questions, which we have just skimmed, there rises another, of a graver and more mysterious kind, one which occurs at the end of all studies that treat of sensation, and with regard to which some reflections will not be out of place here. To what, outside of us, do those sensations which we experience within us correspond? What relation is there between the real world and that image of the world shadowed in our soul? In the special case we are concerned with, what is it in these substances which is the cause why they affect our sense of smell? It seems certain, in the first place, that odor in itself, so far as it is odor, is a mere figment of our mind. Contemporaneous physiology proves that excitement of the nerves of sensation is followed, in each one, by the sensation that corresponds with each. When we electrify the eye, we call up in it an appearance of light; when we electrify the tongue, we produce in it a sensation of taste; when we electrify the inside of the ear, we provoke in it the effect of a sound. So, too, a similar excitement, electric or otherwise, of the olfactory nerves, creates in our mind the sensation of smell, even though no odorous molecule takes part in the phenom-

enon. Sensation, therefore, seems to depend chiefly on the nature of the sensitive nerve. The external world seems to contribute to it only by setting in motion the nerve-fibers. Even this condition of an impulse impinging from without is not indispensable, since, in sleep and in madness, we experience sensations of smell which, by the testimony of our other senses, answer to no external agent. Still, we believe that we can distinguish cases of hallucination from cases of true perception ; still, we maintain that there are, outside of ourselves, distinct causes of our distinct sensations. No skepticism has prevailed, nor will prevail, against this testimony of the most powerful evidence which exists in our inmost being. How can we account for this apparent contradiction? In reality, there is no contradiction. Observe, indeed, that, even if the most indifferent causes can effect in us one and the same sensation, and thus delude us as to the outer world, our soul is never cheated. It knows perfectly well how to refer this one sensation to the dissimilar objective causes which have affected it ; in other words, the causes which are alike, and are confused in one in the purely physiological act of sensation, divide and grow distinct in the psychological act by which the soul recognizes them, and conceives them as different. If we had, to give us knowledge, only the dull and ignorant passivity of our senses, there would be no reality for us ; but the wise activity of the soul cannot merely assert the reality of outward objects, for a reason similar to that which makes it assert its own existence—it can still further argue, from its various modes of affection, to a corresponding variety of external forces. It moves in harmony with the world, rather than in harmony with the senses. In presence of the latter, it is like a good prince, who would be nothing without his subjects, but who regulates and civilizes them by giving them laws, and ruling their morals. Thus, and this is the conclusion at which we aim, it is in the soul, regarded as the focus of all those rays refracted through the senses, as the central light outshining all others, that we must set the power and the right to discern what the senses do not discern, and to pierce to a depth forever beyond their reach. We shall never know what relation there is between the outward world and those images of it which we perceive, but the soul can hold the unshaken belief that

the various points of those images correspond to points in the outer world situated in a like order, and that the forces which affect it are, in their essence, of the same nature as those forces of which, in its inmost depths, it feels itself the lord.—*Popular Science Monthly.*

THE NEW YORK COMPULSORY LAW
AGAIN.

IN the January number we pointed out some of the defects of the Compulsory Education Law in this State, and expressed the opinion that further legislation would be required before the act could be made effective. This view is now, we find, being generally concurred in, as attempts are made to put the new law into operation. A number of the school trustees of Westchester county recently met to make rules and negotiations for enforcing the provisions of the measure. After considerable discussion, they came to the conclusion that the law is defective in the following particulars:

First—The trustees, upon whom devolves the carrying-out of the law, are not liable to any penalty should they fail to do so.

Second—The trustees are unable to enforce any penalty for violation of the provisions of the act, or to collect any fines imposed by it.

Third—The act utterly fails to point out any way to raise money to carry out any of its provisions.

They thereupon resolved that the Legislature be "respectfully petitioned to so amend said law as to cover these defects."

At the convention of the State Association of School Commissioners and Superintendents, held at Syracuse, a few days since, the compulsory law was generally discussed, and, says the telegraphic report of the meeting, it was the universal opinion that the act was carelessly and loosely drawn, and was impracticable in many respects. The following resolution was adopted:

Resolved, That this Association approve of the principle of compulsory education, and ask the Legislature of this State so to complete and

perfect the act already passed that it may the better secure the results at which it aims.

We trust the Assembly Committee on Education will immediately draw up and press to a passage such amendments as are required to perfect the measure. While it is true that the political complexion of that body has undergone a change since the compulsory law was enacted, there will not, we are confident, be any less interest felt on that account in having the measure amended and strengthened. The Senate has undergone no change politically since the passage of the bill last year.



NATIONAL EXTRAVAGANCE.

THERE is complaint of a general stagnation in mercantile affairs. Numerous branches of business are at a standstill. Laborers are out of employment, and the unwelcome hand of want knocks loudly at many a poor man's door. Explanations of this untoward condition of affairs multiply as the embarrassments increase. The prolonged exhausting civil conflict, inflation, the unsettled condition of the South, too much railroad building, and the Grange war upon the railroad systems of the country, are among the various causes assigned. While each of them unquestionably has had something to do in bringing about the present prostration, it is largely due to the growing extravagance of the people, the fondness for dress and display. It has, perhaps, with some truth, been said that life among the better classes in the United States is one continual struggle for social position and recognition. Americans spend money not so much for the comforts which it may purchase as for the attention and consideration which it will command. The more some of them receive of the latter, the more they crave it, and they will sacrifice home, happiness, and everything else to their social ambition. "We keep up appearances too often," says one writer, "at the expense of honesty; and though we may not be rich, yet we must seem to be so. We must be 'respectable,' though only in the meanest sense—in mere vulgar outward show. We have not the courage to go patiently onward in the condition of life in which it has pleased

God to call us, but must needs live in some fashionable state to which we ridiculously please to call ourselves ; and to gratify the vanity of that unsubstantial genteel world of which we form a part, there is a constant struggle and pressure for front seats in the social amphitheater, in the midst of which all noble, self-denying resolve is trodden to death, and many fine natures are inevitably crushed to death. What waste, what misery, what bankruptcy come from all this ambition to dazzle others with the glare of apparent worldly success !” This is strong language, but it unfortunately applies to too many nowadays whose aggregate follies and extravagancies bring distress upon the whole country.

Example is contagious. Those who yield to the fondness for show and display not only waste their own substance, but tempt others to a similar course. We strive to equal, if not surpass, our neighbors in maintaining appearances. The fact that they do so and so constitutes a sufficient reason for similar action on our part ! They expend every dollar of their incomes, and we are tempted to do the same thing. They give elegant parties and receptions, to which we are invited, and we feel obliged to return the compliment. They drive out in costly, showy equipages, and dress in purple and fine linen, and we are disposed to be not a whit behindhand.

The tendency to extravagant living among the well-to-do in the world has communicated to the lower classes until it is to be feared that we have become a nation of prodigals.

If the business depression and resulting misery shall serve to bring people to their senses, and bring back the economical habits of other days, the trials which we are now experiencing may prove both beneficial and satisfactory.



THE New York city authorities thought teachers nice and meek and unlikely to murmur ; so when they wished to reduce expenses, they decided to cut down their salaries. The project, however, met with such general disfavor that it will not be carried out. The wide-spread interest which the question excited will convince teachers that the public is not unmindful of them.

REMINISCENCES OF A SCHOOLMASTER
IN ANOTHER FIELD.

I.

IN the summer of 1862, the 22d New York State Militia, to which I belonged, was stationed at Harper's Ferry, Virginia. Our time expired just before Stonewall Jackson's famous attack upon the place, and the regiment came home. I returned, however, as the correspondent of the *New York Times*, just in time to be bagged, together with eleven thousand other soldiers and civilians, who were so unfortunate as to be caught in Harper's Ferry on the 15th of September. After nightfall I effected my escape, and, successfully passing through several Confederate picket lines in the darkness, reached Frederick, Maryland, soon after daybreak, having walked over twenty miles. The people there would not believe that Col. Miles had surrendered the Harper's Ferry stronghold, and threatened to lynch me for circulating "false reports." A few hours later, they ascertained that the story was too true. I may remark here that Col. Miles said to me, a few days before the surrender, "All the gray-backs and h—— combined can't take this place. Rather than surrender I would cut my way out through the Shenandoah Valley, and reach Washington by way of Leesburg." Leaving Frederick, I proceeded to Pleasant Valley on my way to the bloody battle-field of Antietam. From numerous conversations since held with Gen. Lee's officers, I am confident that had Maj.-Gen. McClellan followed up the advantages which he gained the first day at Antietam, the Southern army could not have escaped across the Potomac. Hemmed in on all sides, with heavy reinforcements arriving from every direction for the Federals, Lee's troops would have been compelled to surrender had they been pushed to the wall. That would have shortened the war by fully a year at least. For a month or six weeks after the battle, our troops remained encamped in Pleasant Valley and the surrounding country. Officers and privates alike soon became enamored with this lovely region. Turn in whatever direction you would, you encountered the most romantic scenery. Ascending the neighboring knolls or highlands, the eye embraced within its broad sweep little villages crowning eminences or nestling

in dells, farm-houses standing out boldly on the hill-tops, or half hidden down the woody slopes; yellow fields of grain, green pastures and somber fallows, luxuriant orchards and groves of maple interspersed with oak; the tortuous Antietam, forming in its serpentine windings numerous miniature islands; lesser streams sparkling in the sunlight, leaping and babbling down the mountain sides, or flowing noiselessly through the verdant meadows,—the whole comprising a landscape of surpassing beauty and loveliness. Only a few weeks before, the horrid cloud called battle had settled down on this fair valley, and over this gorgeous patchwork of nature had rolled the hot elements of destruction. Now it presented a picture of quiet—an army at rest. The Potomac rolled between us and the retreating foe, acting as an effectual barrier to night attacks or surprises.

We naturally became very much attached to this spot, and were loth to leave when orders came, in the latter part of October, to pull up stakes and pursue Lee, who had quietly broken camp and started south through the Blue Ridge Gaps. After a neck-and-neck race of several days, Lee got ahead of us; Gen. McClellan was relieved at the small village of Rectortown by Gen. Burnside, and, pushing on to Warrenton, our army went into camp for several days. Over one hundred thousand troops were scattered through the village and the surrounding country. Every available building or room which could be obtained for the love of money was occupied by our soldiers. I considered myself very fortunate in securing the sky parlor of the Warrenton House, then kept by a nephew of Stonewall Jackson.

My funds were running low, our sudden departure from Maryland having prevented my replenishing them. Three companions were similarly situated, and I accordingly improved the opportunity of the army's halt to proceed to Washington and procure a fresh supply of greenbacks for all four of us. Riding to Gainsville, I left my horse in charge of a negro, and took a cattle car for Alexandria. All on board agreed that it was the most cheerless, disagreeable jaunt they had ever taken. I could compare it to nothing in my experience except a midnight ride from Harper's Ferry to Martinsburg, a few months previous, when a squad of us huggd the car floor, with our

muskets at full cock, expecting every moment to be fired into by the enemy. Every few miles, after leaving Gainesville, the train would come to a dead halt, and reconnoitering parties of soldiers were sent ahead to see that the coast was clear. We pulled through in safety to Alexandria.

The return trip was made with less anxiety, as better communications had in the meanwhile been established. I reached Warrenton, and, on going to my room in the hotel, I found, to my surprise, that another bed had made its appearance during my absence, and was now occupied. I did not at all relish the idea of being quartered with a stranger. But why complain, I said to myself, when so many thousands of men around me are sleeping under no shelter but canvas?

Doffing my satchel, and seating myself at the foot of my bed, I began to study the physiognomy of my room-mate. His hair and whiskers were very long and bushy, and, while his countenance was bronzed and weather-beaten, looked more like a bushwhacker than a soldier. His garments, carelessly thrown across the foot of the bed, were soiled and threadbare, a sort of a cross between the Union blue and the Confederate gray. I was now fully convinced that he was not a soldier. He probably belonged to one of the roving bands who hung upon the flanks of both armies, ransacking deserted camps and plundering stragglers. Perhaps he was one of Mosby's guerrillas who had been seen on our march between Union and Philamont.

He might be Mosby himself. That partisan chief had frequently been known to smuggle himself into the Union lines and then make off with any amount of valuable information regarding our numbers, equipment, etc.

I revolved these and similar thoughts in my mind for some moments, when I determined to awaken the swarthy stranger, and ascertain his name and business; so, cocking my revolver, I called out to him, but elicited no response. A second and third summons resulted no more successfully. I then descended three flights of stairs, stumbling over several sleeping soldiers, and groped my way to the office, hoping to find the clerk and receive from him some explanation for having placed a strange man in my room without giving me any notice. No clerk was to be found, and I ascended, feeling that I had acted foolishly and had now better retire without further ado.

I could not, however, shake off the uneasy feeling which a person having a considerable sum of money about him might, perhaps, be excused for experiencing in a strange place. I accordingly folded my pantaloons containing the roll of bills, and placed them under my pillow, laying my revolver close by on the table, where I could readily seize it if required. I then crawled between the sheets, and, being overcome by fatigue, was soon dreaming of the pleasant camping-grounds we had left in Maryland.

Perhaps I had been asleep two hours, when I suddenly awoke with a start, and a terrible foreboding of something that was going to happen to me. My worst fears were realized; the swarthy guerrilla or freebooter was at the foot of my bed advancing toward me! There was a light snow upon the ground; the moon was shining, and I could plainly see him. He was undoubtedly after my money, and would not hesitate a moment to murder me! Quickly seizing my revolver, I aimed it at the man's head, and threatened to fire if he did not halt.

He paid no attention to the peremptory summons, but continued to advance. Again I ordered him to stop under the penalty of having a bullet sent through his head, but still he kept right on. He was now about half-way from the foot of the bed, within two feet of the muzzle of my revolver, and, for the third and last time, I exclaimed, "If you don't stop, you are a dead man." Still no heed to my order. I was just on the point of firing when the stranger gave a heavy groan.

The situation was cleared up in a moment. I threw down my revolver, sprang from the bed, and, after vigorously shaking him for a few seconds, awakened the somnambulist.

I could see large drops of perspiration rolling from his body.

On my telling him what a very narrow escape he had had, that in a moment more he would have been a dead man, the world being left to infer that he had been shot while attempting to commit a robbery, he wept like a child, and thanked me over and over again for not having shot him. Why I did not do so I have never been able to understand to this day. Life was then regarded as very cheap, and no one thought anything of picking off his man if the occasion offered. Probably I was overcome or magnetized for the time being by the man's apparent bravado in walking right up to the revolver's muzzle.

After composing himself, he wrapped a blanket about him, and, seated upon the edge of the bed, related his story.

He had been a sutler in a Vermont brigade. During the second Bull Run engagement, in the preceding August, he, along with several other camp-attendants and followers, had been suddenly pounced upon by a troop of Confederate horsemen. He made herculean efforts to escape, but was unsuccessful. He was taken, with two assistants captured with him, to Richmond, and confined in Libby Prison. He had made his escape a few days before, and had reached the Union lines at Warrenton that very evening. For the last hour he had been in a horrid nightmare, going through the Bull Run scenes again, and hurrying forward his drivers in the vain hope of escaping with the sutler's wagons. This accounted for his movements about the room.

After this recital we lay down to sleep. When we parted in the morning my "chance acquaintance" said that he should never again dare to be quartered in a room with a stranger, "being how that he was given to sleep-walking."

After my experiences that night, it is not surprising if ever after I preferred remaining in camp to taking my chances in a crowded Virginia hotel.

J. W. D.

A RECENT article in the *Atlantic Monthly* speaks of sewing as having been lately introduced into the Boston schools. It had been stated in the newspapers that sewing was not taught, and a committee of ladies from the Woman's Education Society visited the schools to ascertain the facts. They found, as they said in their report, that the children were well taught, and that teachers were much interested in instructing them. The fact is that sewing was introduced into the grammar schools twenty-one years ago, and not recently because of "the quiet perseverance for many years of a small knot of "Boston ladies," as the *Atlantic* asserts. It is true that sewing was not made *obligatory* in every girls' school until a comparatively recent date, but in 1856 this branch was taught in all the girls' schools but one.

EDUCATORS AS POLITICAL REFORMERS.

ONE of the Constitutional Amendments adopted at the recent election in this State stipulates that members of the Legislature, among other officers elected, shall subscribe to the following oath upon taking their seats :

" And I do solemnly swear that I have not, directly or indirectly, paid, offered, or promised to pay, contributed, or offered, or promised to contribute, any money or other valuable thing as a consideration or reward for the giving or withholding a vote at the election at which I was elected to said office, and have not made any promise to influence the giving or withholding any such vote."

Clearly, the object of this amendment is to put a stop to the present wholesale purchasing of votes, and thereby secure a class of public servants superior to those who now fill the elective offices. We are surprised, however, that, in a body composed of so many able men as was the late Constitutional Convention, some one could not have been found to draw up a stronger, more effective and binding obligation than the one above. As it now reads, any candidate for office can drive through the new "iron-clad" oath with a carriage and six. Any person who has ever had anything to do with running for a State Legislature will laugh at the construction of this amendment. Candidates do not themselves go into the political shambles and purchase votes either before or upon election day. However unprincipled they may be, they are too shrewd for that. All such work is performed by second or third parties, friends who "work" the various election districts and polls. But the more common practice is for candidates or their agents to "hire" men of the opposite party to electioneer for them. For a consideration, venal men of no political convictions work during election day among their friends in behalf of some candidate on the opposing ticket, the tacit, if not express, understanding being, that the latter shall disburse handsomely all round. He "puts up his money," and draws votes from the other side. No such amendment as has been adopted will head off practices of this character. It is very plain to see that a candidate can indulge in all of them, and

still subscribe to this oath with impunity. What is required is a clause stipulating that officers elect must swear that they have contributed no money, either directly or indirectly, for the *procurement* of votes, and have made no promises, either directly or indirectly, for the *procurement* of the same. But we doubt whether even this stringent proviso would meet the evil. In truth we very much doubt whether any oaths or legislation will prevent or do away with corruption at the polls. So long as our better classes of citizens refuse to do their duty as voters, living under a Democratic form of government, so long will politics be managed and manipulated by corrupt, designing men. So long as our sturdy citizens affect to despise "primaries," or refuse to give enough time from their business to vote except upon extraordinary occasions, no number of constitutional amendments or legislative enactments will secure for us good officials, and an honest, economical administration of affairs. The people must be made to understand that a persistence in their present indifferent course as regards politics must surely carry the Ship of State upon breakers and quicksands.

Educators can perform a great service for their country by impressing upon pupils the importance of performing their duties as citizens upon attaining to manhood. They should frequently point out to them the evils resulting from the present disposition to leave affairs of State to the management of indifferent if not dishonest men. They should familiarize them with the science of government, and develop a laudable ambition among them to fill public positions of trust. They should interest them in composition and oratory with a view to their taking an active part in public affairs when they shall attain to manhood. Were educators generally to do this, they would very soon elevate the standard of politics, and fill our legislative bodies with honest, incorruptible men. A grand opportunity is vouchsafed them in this era of the decay of public virtue. It is within their power to give an entirely new bent to the prevailing sentiment of the day, which discourages our best men from taking part in public affairs, and dissuades youth from making themselves familiar with the science of government, and otherwise fitting themselves for public duties.

DISHONEST SCHOOL OFFICERS.

MUCH dissatisfaction is manifested on the part of parents because of the frequent changes made in the text-books used in the public schools. Often this discontent is unreasonable, but it is not always so. There are cases where books are changed simply because those having authority in such matters have been "bought up" by a publisher.

Much discussion has been indulged in as to the most effective means of remedying this state of affairs, and some laws, having this object in view, have been passed. Illinois, we think, has enacted that no text-book adopted by a county board shall be changed within three years, unless by the unanimous consent of the board. This may check one phase of the evil, the frequent changing of books; but if the school officers are venal, the adoption of a poor book and its retention for three years may be secured. We can, indeed, conceive of a case in which the law will be of no benefit; one, we mean, in which such boards can be bribed to unanimously consent to frequent changes.

This may appear to some to be an extreme and unwarranted view to take of the matter. It is, however, a fact that these offices which yield no profit in the way of salary are eagerly sought by a low class of politicians, because of the money they can make by accepting bribes from school-book publishers. The remedy for those abuses does not lie, we think, in passing laws like that of Illinois; the public must take enough interest in the matter to see to it that school boards are composed of honest men. Such offices are usually, we believe, filled by appointment, so that the people do not directly have a voice in the matter; but strong pressure can be brought to bear upon the official who makes the appointments.

It is needless to speak of the injury done to children by the frequent change of text-books. So soon as they become used to one method, and are able to study to advantage, they are required to begin all over again with a new method. For this we think most parents would care little, at least they would neither say nor do anything about it, did it not entail a great expense upon them. That is, generally speaking, what they

most consider in matters pertaining to education. Such changes are, however, a great hindrance to pupils, and should be stopped.

The only effectual remedy is, as we have said, for parents to take enough interest in educational matters to see that honest and competent men are placed upon school boards.

WHAT WOMEN CAN DO.

NOT long since a young lady, Miss Gilbert by name, became interested in the subject of prison reform. Inquiry and investigation convinced her that a vast amount of good might be accomplished in this field of labor, and she accordingly entered upon it with all the zeal and fervor of an enthusiast. Though a comparatively brief period has elapsed since then, she has already, through her own individual efforts, established libraries for prisoners in the following penal institutions: Cook County Jail, Ill. ; St. Louis County Jail, Mo. ; Springfield County Jail, Ill. ; Chicago House of Detention, and New York City Tombs. She has, moreover, procured situations on farms for three hundred and fifty released prisoners. She is now making the preliminary efforts for establishing libraries in the New York House of Detention, Ludlow Street Jail, and the Blackwell's Island Penitentiary. It has been well observed, the prisoners languish in our jails and penitentiaries through days, weeks, months, and years of solitude, when their minds are ripe to receive good impressions ; and yet the golden opportunity is wasted ; the best and safest road to reach the conscience is unused. With nothing to occupy his mind, the prisoner is left to brood over his real or imaginary wrongs, and little good ever comes of it ; but rather a growth of bad resolutions and bad purposes. Sheriffs and other officials rarely bother themselves about the mental happiness or moral improvement of those consigned by law to their charge. Whatever is done to improve their condition must be mainly done through individual efforts—just such efforts as are giving the young lady alluded to a world-wide reputation.

Her labor and success afford a striking commentary upon those women who, ambitious to achieve some good in the

world, complain that no opportunities are open to them, and sometimes lament that they were not born men so that no field should be closed to them. While all women may not be Florence Nightingales, or achieve the philanthropic success of a Miss Dix, all women who desire to do so can lend a helping hand, as Miss Gilbert has done, in elevating the condition of those around us. There is not a lady teacher who does not, in and out of school, enjoy the rarest opportunities for elevating the human race, for moulding human character, and leaving her impress upon her day and generation. The time has passed when women should feel that they must remain in the background because they are women. It is now their privilege to come to the front, and actively participate in the various philanthropic movements which are being undertaken from day to day.



WHEN my father punished me, I knew that I ought to be punished; I liked him better, and used to feel better; but, on the other hand, sometimes when I got a cuff on my ear, or a rap on my head with a thimble, I did not swear, but I thought swear. When I have been punished without seeing the reason of it it did me no good. In the Boston Latin school I was looked up to as one of the brave boys that showed their heroism when punished; and when I got in trouble, and the teacher said, "Hold out your hand," and took a rattan, and gave me ten, fifteen, twenty, or thirty blows on my hand, till the flesh swelled up like pulp, it was my pride to stand and take it without flinching. Did that do me good? No, it set me against the teacher. A kind of resistance was organized in the school, which showed itself in this way: We said to ourselves, "You are the master, and your business is to govern; we are the boys, and if we can outwit you we are smarter than you are." The object and end of punishment should be to produce willing submission to law or to authority; and any punishment that does not accomplish, or tend to accomplish, that is wrong in its root.—*Beecher.*

A SPECIAL FUND FOR EDUCATION IN THE SOUTH.

IN view of the impoverished condition of some of the Southern States, Gen. Eaton, U. S. Commissioner of Education, recommends that a fund be established, the interest of which shall be devoted to founding schools. This fund is to be derived from the proceeds of the sale of public lands.

Without discussing the feasibility of this recommendation, we question whether Congress will be disposed to acquiesce in it. The disposition of public lands for State educational purposes has not been attended with any such gratifying results in the past as to encourage further appropriations of a similar character. But very little benefit has been derived from the hundreds of thousands of acres of "University" lands donated to the various States. In three or four States the fund has been so administered as to produce good results, but, in most cases, it has profited a small number of individuals rather than the entire community. The State of Ohio, for example, so disposed of her three townships that they now contribute only ten thousand dollars annually to the support of two "universities," while the lands themselves have been rendered forever tax-free to the fortunate lessees. Manifestly something should be done to encourage and aid the cause of education in such of the impoverished Southern States as are unable to aid themselves. That fresh land sales afford the best means for so doing, we are not so sure.

EDUCATION IN THE GERMAN EMPIRE.

SOME valuable statistics have recently been published showing the present condition of education in Germany. There are at the present time in the Empire 564 classical colleges, with 108,694 students, 6,951 professors, 2,906 graduates, and 1,661,857 volumes in libraries; one person in every 377 of the population has a classical education. There is one classical college to every 32,805 inhabitants. The average number of students to each professor is 15. The average number

of volumes in each of the 237 libraries reported is 7,012. The non-classical colleges number 481, with 87,570 students, 4,756 professors, 1,238 graduates, and 264,476 volumes in the libraries; one person in every 468 of the population has a non-classical college education. There is one non-classical college to every 85,360 inhabitants. The average number of students to each professor is 18. The average number of volumes in 168 libraries reported is 1,574.

EDUCATION IN RUSSIA.

THE last published report computed the number of primary schools in European Russia at twenty-four thousand, with an attendance of eight hundred and seventy-five thousand pupils. Owing to the sparseness and poverty of the population outside the cities, the spread of education in Russia is attended with no little difficulty. Not long since, a ministerial circular was issued to the various provincial Governors, asking for information relative to educational progress. From the replies received, it appears that the number of common schools at present is far from increasing in proportion to the population; indeed, in some districts, it is actually diminishing. Part of this unfortunate state of things is traceable to the poverty of the peasants, who prefer using their children's hands to their heads. Another great cause of the ill-success of the present village schools is the enormous number of saints' days and other holidays in the Greek calendar which are observed. One report states that they reach two hundred in the year. An elaborate plan for compulsory primary education has been drawn up in accordance with the information furnished in these reports, and is now being considered by the Privy Council at St. Petersburg. It makes school attendance compulsory for all children between seven and eleven years of age, provided there be a common school within two miles of their homes.

CREAM OF THE EDUCATIONAL MONTHLIES.

THE *American Journal of Education* states that the statistics of public schools in the South represent the condition of education in too favorable a light. A certain county in Louisiana reports fifty-four public schools, with an average attendance of 2,880 pupils. This sounds well, but the schools were open only three months during the year, and the number of children of legal school age in the county reached 5,750. The teachers were, the examiner stated, very poorly qualified for their positions. To remedy this it is proposed to consolidate forces. More good is done by one good school taught for a full year, than by a score of poor, short-time schools. A very good paper entitled "Omitted Lessons" suggests that order, regularity, punctuality, forethought, economy, and patience may be taught by the works of nature. The day comes regularly, the mountains run in orderly ranks; everything has its time and place. Children are usually told to practice the virtues because it is right. A little illustration of the kind suggested would be an improvement.

"Compulsory education," says the *Chicago Teacher*, "is, in our opinion, a direct blow at one of the fundamental principles of our government—toleration." There is a kind of toleration, however, which we are not called upon to exercise. If a man has the small-pox we shut him up in a hospital, although he may not wish to go there, and we have an equal right to insist that each voter shall have enough education to enable him to exercise his right of franchise with intelligence, because an ignorant population endangers our political health; it is liable to fall under the domination of selfish politicians. The *Teacher* has again changed hands. It is now edited by Mr. John W. Brown.

The first number of *Educational Notes and Queries*, edited by W. D. Henkle, has made its appearance. It is a pamphlet of sixteen pages, and is issued during ten months in the year, at \$1. It is intended to make this little magazine a medium of intercommunication for teachers, and, with proper support, it

will come to be almost invaluable. The January number contains questions and replies on topics connected with education. Some of the queries remain to be answered, either by the editor or by correspondents, in succeeding issues. The idea of *Notes and Queries* is an excellent one, and under Mr. Henkle's editorship it ought to be a success. The fear is that teachers will not take enough interest in their profession to ask many questions concerning methods of teaching, proper modes of discipline, and so on. We hope, however, that they will, and we cordially recommend this little magazine to them. It will, undoubtedly, contain much curious and useful information. The first number is very good, but the editor says that it "is not a fair specimen of what the periodical will be in future."

A readable article in the *Illinois Schoolmaster*—"That Geography Class"—recounts the experience of Miss Ward, in "bringing up" a class in geography. She began with the town in which the pupils lived, locating their houses and the principal public buildings. Then each pupil was assigned some special topic, upon which to obtain all possible information. One took the foundry, and learned the number of men employed there, the kind of iron manufactured, etc. Another took a particular branch of business, like banking, and so on. When the town had been thoroughly studied the county was taken up, and then the State. For information the pupils resorted to books, and to conversations with parents and friends. We commend this course to teachers generally. A paper, rather inaptly named "The District School," affirms that there is not enough iteration in our schools. Things necessary to be known are forgotten because they are not fixed by constant repetition. In no branch is this so apparent as in spelling.

"Should teachers visit other schools?" asks the *Maryland School Journal*, and answers in the affirmative. Instructors might gain many good ideas by witnessing each other's mode of teaching. We question, however, if it would be advisable, as the *Journal* suggests, to require teachers to state in the term report what schools were visited, and what was good and what was bad in the teaching and discipline. Such public criticism would undoubtedly produce ill-feeling. "Open the Doors" urges half-time schools to accommodate those who have to

work for their living, and cannot spend five or six hours a day in the school-room. There should be some provision made for this class; but there are so many difficulties connected with the question, that we do not see how it can be satisfactorily solved.

A CONTRIBUTOR to the *National Teacher*, writing on "Spasmodic Work," argues that teachers who have only an occasional *spasm* of energy are poor instructors. Their work is uneven, and they fail to develop pupils harmoniously. Ill health is often the cause of this changeableness. One day the teacher is well, is prepared for work, and enjoys it. At another time he feels languid, makes little preparation, and things go wrong. This can be readily remedied. Every teacher should have an in-door and an out-door preparation for school. The former should be brain-work, and the latter muscle-work. Some extracts from the first two chapters of Quintilian, thrown together under the heading, "Are the 'New Methods' of Education New?" show that "going up head" is by no means a new thing. Pupils were divided into classes, and once a month they strove for the first place, even in ancient times.

The *New England Journal of Education* opens its first number with an article entitled "How to Study History." The almost exclusive attention paid to dates and dry facts is justly condemned. Many of us can remember learning long lines of chronology which we now have entirely forgotten. Dates are necessary as the skeleton upon which to build history, but they are not history itself. Teachers will find that discussions of particular periods or events, with collateral reading bearing upon the topics, will make an otherwise dull study very interesting. "Thoroughness" warns teachers against the danger of allowing thoroughness in the words of the book to take the place of a perfect understanding of a subject. A pupil may give a rule word for word, and yet be ignorant of the subject it applies to. The *Journal* has several departments—an Editorial, Scientific, Festival, State, etc. The present number is fairly good, but does not reach the standard which this publication will be expected to maintain. We do not forget, however, that this is the first number. The succeeding ones will undoubtedly be better.

EDUCATIONAL INTELLIGENCE.

MASSACHUSETTS, BOSTON.—The twenty-ninth semi-annual report of the Superintendent of Public Schools gains additional interest from the fact that it is the final report of Mr. Philbrick, who has held his position as Superintendent for nearly eighteen years. He appropriately reviews the labors of those years, and shows what has been accomplished. In 1855-56 the average attendance at the public schools was 20,768; it is now 41,613. In '55, 436 teachers were employed, now the force amounts to 1,289. This increase, of course, involved a greater amount of labor on the part of the Superintendent. Under his care the schools have attained remarkable efficiency in music and drawing, two branches which were opposed as not being "practical." Altogether, the time during which Mr. Philbrick has held his office has been marked by solid progress.

NEW YORK, SYRACUSE.—The State Association of School Commissioners and Superintendents met on December 30th. The Compulsory Education Act was discussed. The conclusions reached we refer to elsewhere.

Commissioner Peck, of Rochester, read a paper on "Qualifications of Teachers," the substance of which was that he who would teach others must first learn something himself. The following officers for the ensuing year were elected:

President, E. A. McNath, Monroe County; Vice-Presidents, J. W. Ladd, Oswego County; J. W. Dougall, Fulton County; Corresponding Secretary, Edward Smith, Syracuse; Recording Secretary, R. T. Peck, Cortland County; Treasurer, Charles Andrews, Schuyler County.

A resolution was adopted asking Congress to consecrate a part of the moneys accruing from the sale of public land for the purpose of advancing the cause of education. The convention adjourned to meet on the first Tuesday after Christmas, 1875. In the evening the convention was tendered a reception at the residence of the Hon. Andrew D. White, President of Cornell University.

PENNSYLVANIA.—The report of the Superintendent of Common Schools shows progress in every direction. There has been an increase in the number of graded schools, in the average attendance of pupils, and in the salaries of teachers. The school term, too, has been lengthened. The increase in the salaries of teachers has been small ; twenty-five cents per month in the case of male teachers, and ninety-five cents in the case of female teachers, yet it is a movement in the right direction. There is still much to be done in order to bring the school-houses up to the proper standard of comfort and convenience. In many the furniture is badly constructed, thus doing injury to pupils, and many are either totally or largely unsupplied with apparatus. There are in the State seventy-three separate schools for colored children, with an attendance of about 2,500 pupils. The Superintendent recommends compulsory education, not in the European sense, but in a manner in consonance with our American ideas of the functions of republican governments and the sacredness of the family relation. Precisely what is meant by this we fail to perceive.

VIRGINIA.—The Superintendent of Public Instruction, Hon. W. H. Ruffner, reports that progress has been made in educational matters during the past year. The number of children in attendance at school was greater by thirteen thousand in 1873-74 than in 1872-73 ; the increase being relatively greater among the blacks than among the whites. The possibility that the Civil Rights Bill would become a law produced the effect of lessening the interest of the white population in the schools, and much injury was done. Mr. Ruffner argues at some length that such a law is not desired by either race, and that its enactment would break up the school system of the State. \$38,875 have been received from the Peabody Fund. Without this aid the majority of the one hundred and fifty-five graded schools could not have been established. The quality of teaching has improved, but it is still far from being satisfactory. It is somewhat surprising to notice that 1,993 school-houses, or more than half of the whole number, are built of logs.

CURRENT PUBLICATIONS.

"THE Addresses and Journal of Proceedings of the National Educational Association, Session of the year 1874," is a volume of some four hundred pages. It is published at Worcester, Mass., under the direction of the chairman of the Committee on Publication, Mr. Albert P. Marble, from whom, we presume, copies may be obtained.

Both the importance of the subjects discussed and the eminence of the members of the Association make this volume one of great interest to teachers and to the public generally. It is, in fact, a kind of educational encyclopædia on questions which are just now attracting most attention. Intermediate or Upper Schools, a National University, and Co-education of the Sexes, are the principal subjects which were discussed. The Association affirmed its belief in the need of a closer co-operation between the lower and higher institutions of learning, and a committee was appointed to arrange a course of study which should lead from the district school to the college. A former declaration in favor of a National University was reaffirmed. On the question of the co-education of the sexes no conclusion was reached, although the discussions concerning it were frequent and interesting. Many other subjects of interest were brought before the Association, but want of space forbids their mention here. Bound up with this book is a circular of information, No. 1, 1874, of the National Bureau of Education. It reports the Proceedings of the Department of Superintendence of the National Educational Association which assembled in Washington, D. C., on January 29th, 1874.

Mr. J. S. C. Abbott has written an entertaining, but, we fear, a not very accurate "Life of Rear Admiral Paul Jones." On page 64 we find the statement that England (in 1778) had long made her banqueting-halls resound with the song,

"Britannia needs no bulwarks
To frown along the steep;
Her march is on the mountain wave,
Her home is on the deep."

The song was not written until the beginning of the present century, so we do not see how it could have "resounded" previous to 1778. Exactly where the couplet

"No man e'er felt the halter draw
With good opinion of the law"

came from, we are not at present able to say. Certainly, though, it is incorrect to ascribe it to Hudibras. Such errors as these are not, it is true, very grave; but they raise doubts as to Mr. Abbott's qualifications as an historical writer.

AN instructive and entertaining book is *Caroline W. Horton's* "Architecture for General Students." It is simple in its descriptions of architectural forms and models, and will, we hope, have a share in the good work of cultivating among us a love for the beautiful, and of awakening a more general and lively interest in the subject of which it treats. A large number of good illustrations add to the value of the book.

N. D. Wolfard's "New Practical Speller" is so full of errors, that it seems scarcely worth a serious review. So far as we know, there are no mistakes in spelling; but faults of other kinds are, as auctioneers say, "too numerous to mention." The plan is to give sentences containing in italics the words to be spelled. We quote a few:

"I have slept a *nap* since noon." "I did not *weigh* that load yet."

The mistakes in these are apparent. We are surprised by the assertion that "Christ was born *in an inn*." The Bible states that the inn was full, and that Joseph and Mary could not find accommodation there. Another bit of choice Biblical knowledge is revealed in the sentence, "Moses wrote the first five books in the old Bible." There must be a new Bible which we have not yet seen. As an example of elegance, we take the sentences: "I have burned my *shoe*." "Shoo, fly, do not bother me." Among illustrations of words incorrectly pronounced alike we have—

"I want to *hear* the angels sing." "Please come *here* a moment."

If there should be a difference in the pronunciation of those words, perhaps the author will tell us what it is. Evi-

ently, though, he does not read the papers. He says: "Charlotte S. Cushman *was* a celebrated tragic actress." Does he not know that she is even now saying farewell to the stage, and that she will probably return to it next winter? She not only *was*, but *is*.

We wonder that any publisher would father so crude a work.

"The Normal Debater," by *O. P. Kinsey*, is a practical little book. It is better than the great majority of works of its kind, because it illustrates the application of its rules. Debating is so important a part of education, and a knowledge of the proper manner of presiding over a deliberative or legislative assembly is often so useful, that this work may well find a place in our schools and colleges. Its rules are clearly expressed, and are generally in accord with Cushing's Manual. Some "Questions for Discussion" are added, but we think that debaters will do well to confine their attention to subjects in which they are especially interested. It is, for instance, hardly worth spending an evening in deciding whether women are more revengeful than men.

G. P. Quackenbos, LL. D., has based upon the works of *Geo. R. Perkins, LL. D.*, a very good "Higher Arithmetic." It is practical, and seems to be particularly calculated to prepare young men for commercial life. Interest, stock-jobbing, custom-house business, and foreign exchange receive especial attention.

NO. VI. of the Science Primers is devoted to "Physiology." The subject receives an elementary treatment, if we may so express it; that is, the terms employed are so simple that children can readily grasp the ideas they convey. Physiology is a study of so much consequence, that we welcome any valuable addition to the text-books on the subject, and a valuable addition we conceive this little book to be.

THE study of the history of our country is of such paramount importance that we look with peculiar interest upon every new text-book on the subject. Such a one is before us—"A Junior Class History of the United States," by *John F. Anderson, A. M.* In general we may say that the book is a

good one. So far as we have observed, it is accurate. The style of narrative is such as will be readily understood by children, although it is not written, as are so many of our juvenile books, in what we may call "baby talk." We are glad to see that the discovery of this continent by the Norsemen is conceded. The sentence repeated by so many generations of school children, "America was first discovered by Christopher Columbus in 1492," should no longer be regarded as accurate. Appended to the work is the Declaration of Independence and the Constitution of the United States, to the study of which we would especially call the teacher's attention. Some good colored maps, showing the divisions of the country at various dates, add to the value of the book. It is profusely illustrated, but the portraits of eminent men are almost without exception poorly done.

THE Inter-Collegiate Literary Contest took place in the New York Academy of Music on the evening of January 7th. The audience was large and enthusiastic, and contained many persons prominent in the literary world.

The 11 orators who contended for the prizes in oratory represented the six institutions, Cornell, Princeton, Williams, the University of New York, Rutgers, and Lafayette; Cornell having one representative, and each of the others having two.

The first prize was awarded to J. C. Tomlinson, of the University of New York, and the second to Walter D. Edmonds, of Williams College. The first and second prize-essays were written by Allen Marquand, of Princeton, and George H. Fitch, of Cornell University, respectively. During the progress of the exercises and after their close, warm commendations of the oratorical powers of the contestants were generally expressed. The talent displayed was of a high order, and the success of what Dr. Hall happily called "our modern Isthmian games" was greater than was generally anticipated. It would have been more satisfactory had representatives from other prominent colleges taken part in the contest. This they cannot fail to do next year. If an institution sends a crew to Saratoga, but does not send a speaker to New York, the inference as to her literary status cannot but be unfavorable.

MISCELLANEA.

MR. JAMES M. BARNARD reports that the contributions to the Teachers and Pupils' Fund of the Agassiz Memorial amount to \$9,192.74. The estimated number of donors is 86,696, which places the average individual contribution at less than eleven cents. The largest sum received from any State was \$2,555.07, which came from Massachusetts. Illinois stands second on the list, and New York third. It is proposed to keep the fund open permanently for contributions.

By the will of the late Moses Day, of Boston, Amherst, Williams, Harvard, and Tuft's Colleges are to receive \$5,000 each.

EX-GOVERNOR ABNER COBURN, of Maine, has given \$5,000 toward the endowment which is being raised for Bowdoin College.

PROF. in psychology, illustrating some subject, said: "Mr. M., what kind of an emotion does that line on the black-board produce in your mind?" Mr. M. (quickly): "A disgust for mathematics."

THE Chicago Public Library, founded just after the great fire, has now 40,000 books. It is supported by a tax of one-fifth of a mill, which already gives an income of \$65,000 a year.

PROFESSOR POTTER, of Illinois Wesleyan University, has accepted the professorship of mathematics in the North Missouri Normal School.

THE Jersey City *Standard* says: "In one of our public schools a teacher asked the following question: 'If the United States is a Republic, why is it?' All of the class gave up the conundrum, but one little fellow of seven years, who jumped to his feet and said: 'I know. It used to be a Republic, but now it's a Democrat.'"

THE number of institutions in the United States for the superior instruction of women, not including the five colleges for women in the State of New York, is 205, with 2,120 instructors, and 24,613 students.

THE total number of pupils in the United States, in 1873, in schools preparatory for the classical departments of colleges was 38,875. The total number in courses preparatory for the classical departments of colleges was 38,875. The total number in courses preparatory to scientific schools or to the scientific departments of colleges was 6,477.

PRINCETON College has just received another gift of \$100,000 from John C. Green, of New York city. One-half of this sum is to be used in founding a chair of civil engineering in the scientific school.

THE new superintendent of schools in St. Albans, Vt., is a woman.

A BILL for compulsory education has been introduced in the Ohio House of Representatives.

REV. A. FREEMAN, D. D., Cumberland Presbyterian, leaves the institute at Greenville, Ky., to take charge of the State Normal School at Peru, Nebraska.

A TEACHER asked a bright little girl, "What country is opposite us on the globe?" "Don't know, sir," was the answer. "Well, now," pursued the teacher, "if I were to bore a hole through the earth, and you were to go in at this end, where would you come out?" "Out of the hole, sir," replied the pupil, with an air of triumph.

SEVERAL months since the wife of the Khédive of Egypt established a girl's school, which has proved a great success. In three months after it was opened there were 206 boarders and 100 day scholars.

THE Massachusetts Art Teachers' Association has 180 students in its school this year, and has suitable accommodations for only one-half that number. It has just made an appeal for money and influence in the Legislature, whereby a normal art-school building and a reference art library may be secured.

THE erection of the Hamline University building, Minn., has been suspended because of lack of funds. It will cost \$50,000. About \$20,000 have already been spent on it.

DARWIN still secretly believes in it, but he hates to have a man come up and say, "Good morning, Mr. Darwin; how's

your grandfather the baboon, and how's the ape, your grandmother?"

THE six ladies elected to the Boston School Committee have formally taken their seats, and have been placed on several committees. Considerable curiosity is expressed as to the result attending the introduction of this new element into the committee. The friends of the lady members predict that they will exercise a decided influence for the better, and bring about needed reforms. The experiment will be watched with interest elsewhere. Ladies have more leisure for attending to school matters than gentlemen, and we see no reason why they should not make active and valuable school officers.

THE *Medical Record* makes the wise suggestion that there should be a physician on the New York Board of Education, to represent the profession on sanitary questions in the public schools.

SINCE last June Syracuse University has received contributions amounting to \$175,000. This brings up the endowment of the institution to \$800,000.

THERE is begun in Leavenworth, Kansas, a movement to simplify the public school course, a committee reporting to the School Board that the studies arranged for the lowest grade especially are beyond the understanding of the pupils.

THE following gifts to Madison University have been made or completed during the past year: For scholarships, \$9,500; endowment for Colgate Academy, \$30,000; for the general fund of the university, \$70,000, by Mr. Colgate, together with \$8,000 or more from various sources for the same purpose.

IN the Chicago Normal School one training teacher is employed for three practice schools. It is proposed to add another practice school, and to employ an additional training school. The course of study is one or two years, and pupils are admitted at the close of the spring term in June, and of the fall term in December, giving them four classes. Each pupil of the Normal School spends two weeks in the training school in

the observation of the work, and two weeks in the management and instruction of a class.

It is strange that so careful a magazine as the *International Review* professes to be should announce an article by "Hon. George P. Marsh, Ambassador at Rome." The title and office of ambassador are unknown in our political system.

PUBLISHERS' DEPARTMENT.

Sprague's Masterpieces in English Literature is steadily growing in favor with the most cultivated men in the country. A few quotations from letters recently received are appended:

M. B. Anderson, LL. D., Pres. Univ. Rochester: "The plan and construction are worthy of the varied attainments and elegant culture of the editor."

James B. Angell, LL. D., Pres. Univ. of Michigan: "The philological and explanatory notes, the brief biographical sketches, and the questions suggestive of profitable study and writing, are all prepared with skill and judgment."

Wm. H. Campbell, LL. D., Pres. Rutgers College, New Brunswick, N.J.: "Admirable in plan and execution. The notes are learned and accurate."

D. C. Gilman, LL. D., Pres. Univ. of Cal.: "I have shown the book to the Professor of English Literature, who will, I think, introduce it at once in his class. I shall certainly encourage him to do so."

Noah Porter, LL. D., Pres. Yale College: "I can recommend it as a valuable addition to the apparatus of teachers and students."

Andrew D. White, LL. D., Pres. Cornell Univ.: "I find it in all respects admirable. It is evidently the result of close study of the needs of instructors and those to be instructed."

The fact that **How to Teach** supplies a real want is shown by the orders for it which

come from every State in the Union. Teachers everywhere bear testimony to its excellence. No work of the kind has ever before had so rapid and extensive a sale.

The Song Fountain is an excellent music-book for schools. It was prepared by two practical teachers. The music and words are fresh, and are well adapted to each other.

Teachers are informed that **Good Selections, No. 2**, can again be obtained. The first edition was exhausted so quickly that the publishers were unable to fill orders for a while.

Immortal Pictures.—*Blackwood's Magazine*, which is high authority in such matters, says of Sir Edwin Landseer's paintings: "Landseer's dogs are immortal pictures. They are life—perfect reality—not a muscle that does not speak; and the brilliancy, color, and execution are altogether charming. One of his paintings which will almost talk to you, in dog and sheep language at least, is 'The Twins.'" We have received a copy of a fine chromo after this painting, about two by two and a half feet in size. It is furnished to subscribers to *The Christian at Work*, T. De Witt Talmage's paper. Those who wish to learn further respecting it may write for terms and specimen copies, which are mailed free upon application. Office, 102 Chambers street, N. Y. See their advertisement.

t

l

l.

e

rs

e.

so

c-

vo

re

c-

he

he

a

g-

rs,

s:

es.

cle

or,

ne

ou,

he

ne

wo

ub-

itt

arn

nd

on

Y.

